

Belgium training

Abeona

AN EFFECTIVE RESPONSE
TO CARE LEAVERS' PROFESSIONAL INTEGRATION



Erasmus+

VOCATIONAL INTEGRATION TOOLS



La Plateforme Insertion



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PART 1: TRAINING FOR TRAINERS

1/TOOLS FOR “INCLUSION”

The following examples do not constitute an exhaustive list; these are simple tools to begin a session with:

- "What's new pussycat"
- The tree
- The game of Oh

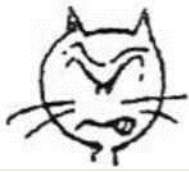
All these tools have the following goals:

- facilitating beginnings of each training sessions
- building rituals
- creating relationships between participants in order to obtain a collective cooperating team spirit
- setting up the “thinking machine”... different “icebreakers” may be used according to the circumstances

WHAT'S NEW PUSSYCAT?



DELIGHTED



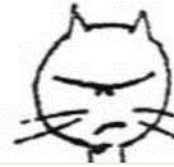
AGGRESSIVE



INTIMIDATED



BORED



DETERMINATED



COLD



ARROGANT



OPTIMISTIC



SCARED



ENVIOUS



MISERABLE



SILLY



ANGRY



EXHAUSTED



PUZZLED



RELIEVED



LAUDATORY



IN LOVE



DISAPPOINTED



INDIFFERENT



DISGUSTED



FRUSTRATED



WORRIED



SUSPICIOUS



PERSECUTED



INTERESTED



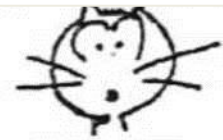
HAPPY



DISMAYED



EXASPERATED



SURPRISED



MEDITATIVE



SEDUCED



OFFENDED



LOST



MISCHIEVOUS



IN DISAGREEMENT

IN ONE SENTENCE, EXPLAIN YOUR CHOICE:

.....

.....

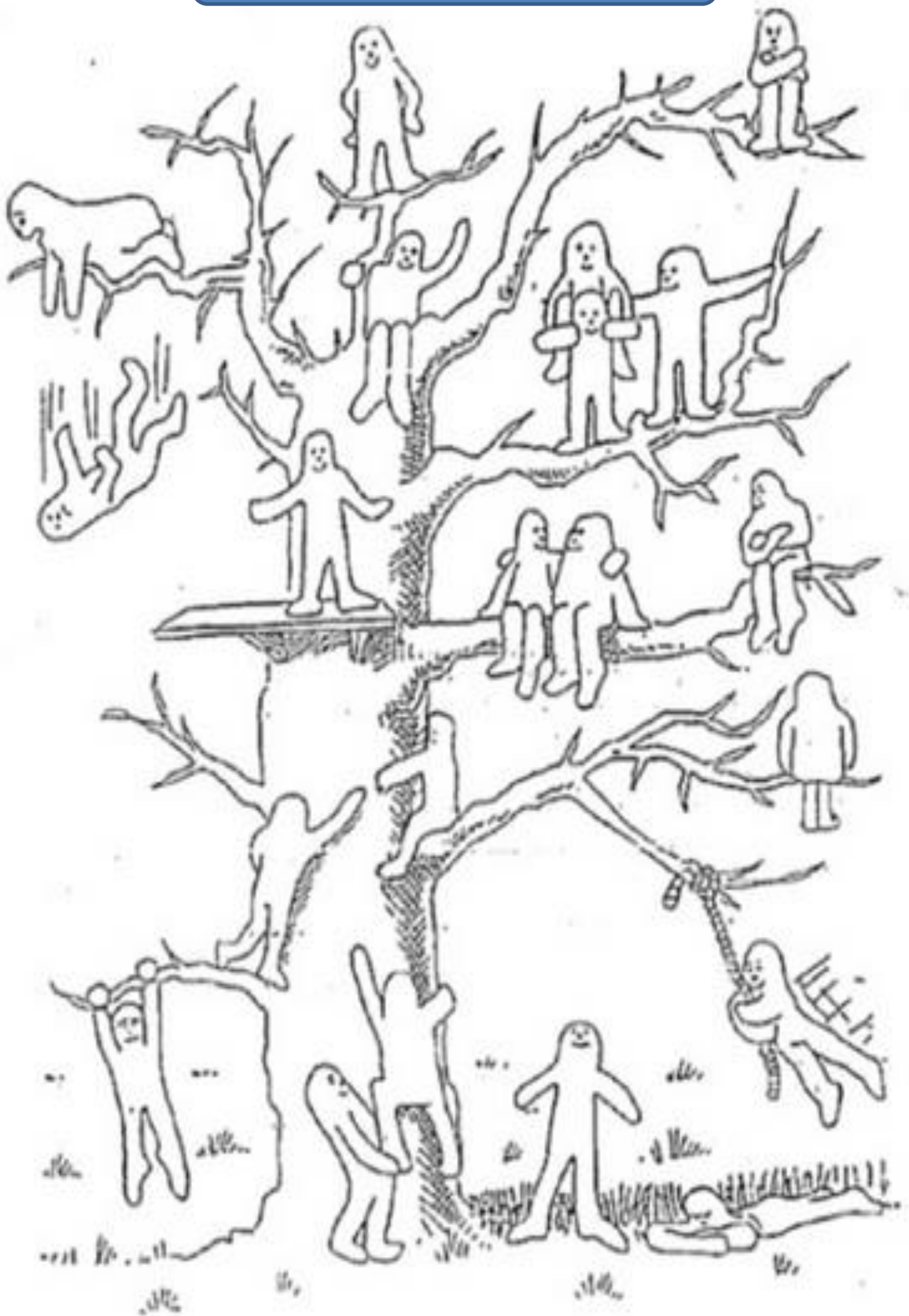
.....

.....

Explanation of the game:

“What’s new pussycat?” is an icebreaker game useful at the beginning of the training sessions or for a mid-term evaluation. The cats’ faces show different feelings and emotions. Each participant chooses one, two or three of them in order to describe their spirit.

THE TREE



Explanation of the game:

Each character has a different position at a different level. The participants look at the tree and everyone need to identify one man that could represent where he is in his professional life (it can be within his working team, or on the labour market,...).

This tool can also be used to talk about general feelings the participant has about his life.

THE GAME OF OH



Explanation of the game:

This is an icebreaker playing cards game. Participants are picking 2 random cards : one with a word and one with an image. Then they have to say something about these 2 cards association. This kind of game helps the sessions to begin, it makes people talk and every one's imagination is working. This game can make people talk about thir situation and the trubbles they can face at work or in their daily life for example.

2/"EXERCICES" TOOL

Intervision:

The Intervision is a 'peer-coaching' activity carried out in small group of professionals that share the same environment or challenge.

The term Intervision highlights the multilateral exchange between colleagues, in contrast to the supervision. It is a method of receiving ideas or advice coming from peers with respect to issues that must be addressed. It is a way to receive help in order to find new approaches and/or solutions & identifying new investigation paths.

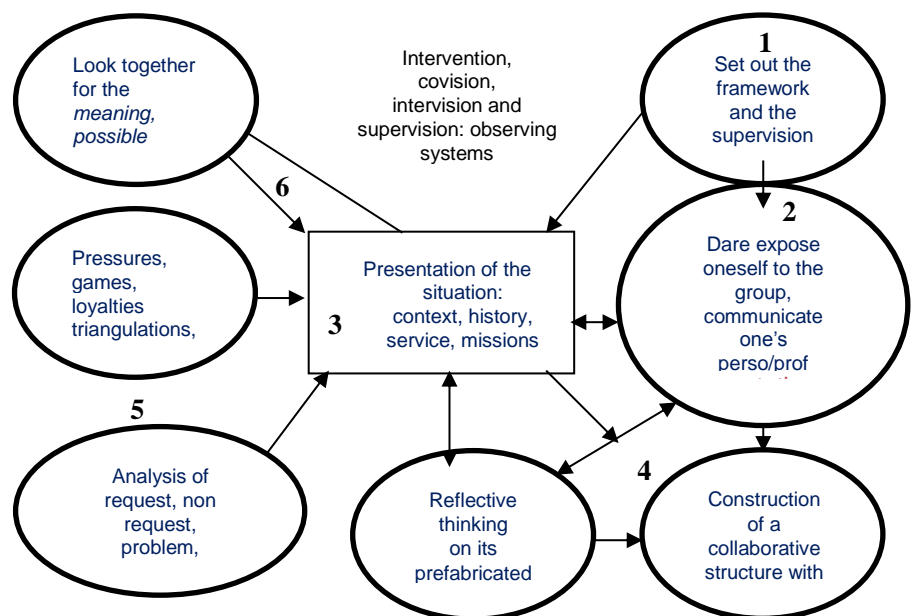
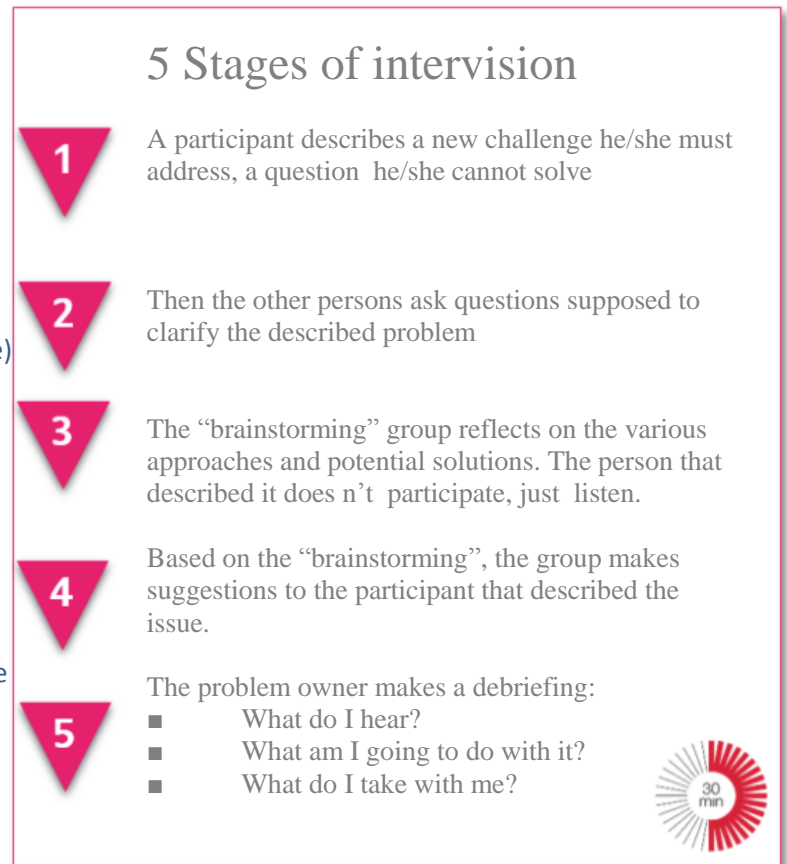
In brief, the Intervision represents:

- advice given by a collegiate within a work context
- group of colleagues, equal partners (and it is not the formal hierarchy that matters, but the freedom felt to speak up and show eventual weaknesses)
- a simple structure (in a short period of time)
- an important catalyst for the experiential learning
- a mean to share the expertise, experiences, approaches and ideas between colleagues
- a way to experience diversity as a source for innovation and new ways to do things
- development of solidarity and mutual aid
- definition of the ambition shared within the organization and a joint idea of what really matters to all the participants

To get there, there are a few elements that matter:

be ready to challenge each other, to reunite their expertise in order to reach better solutions, to be aware of what counts

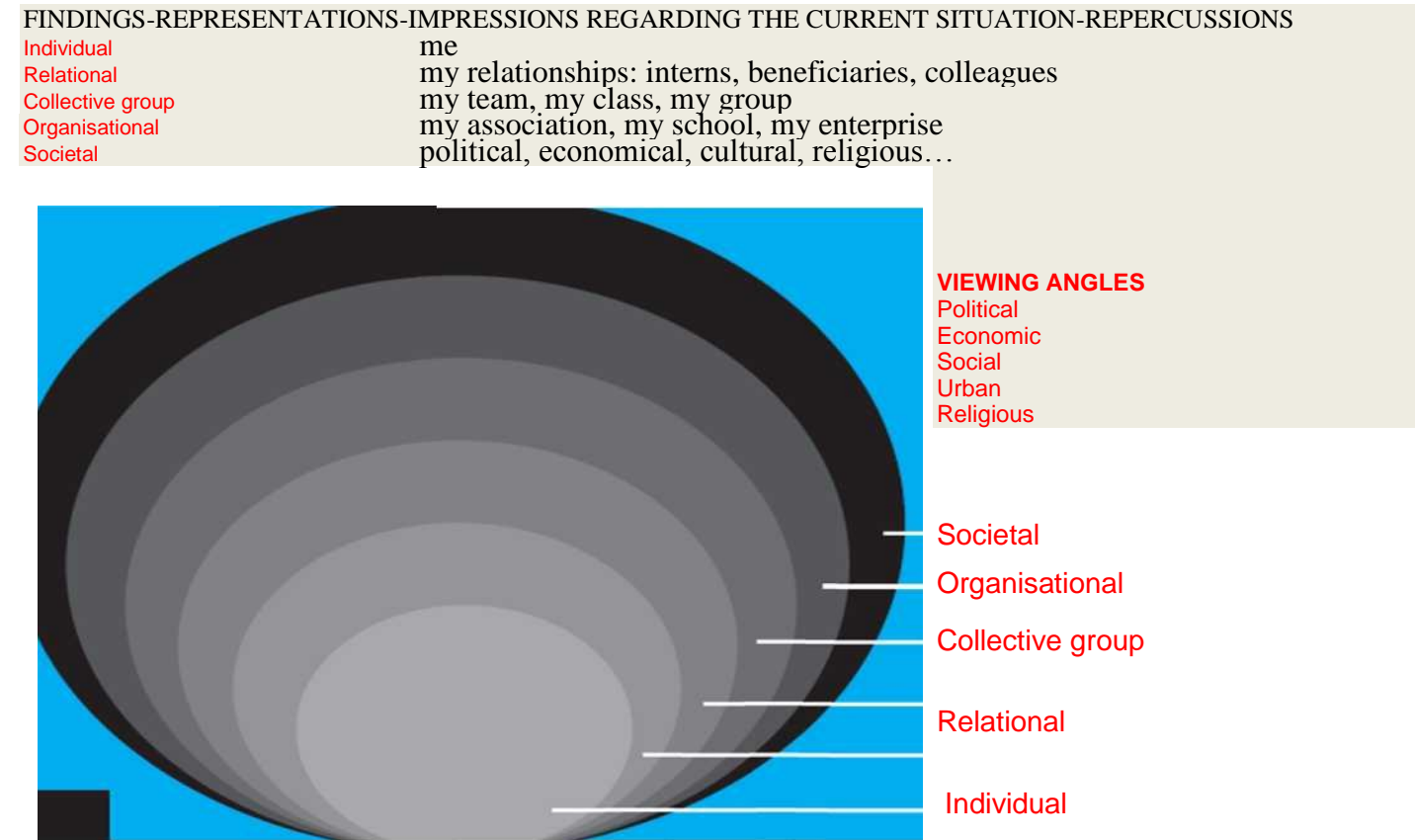
- it develops the learning-to-learn skills such as:
 - Active listening and empathy
 - Creative thinking and creative resolution of problems
 - Questioning, challenge and constructive investigation
 - Analytical mind
 - Work in professional networks



Arduino grid:

The two tools below derive from the Arduino grid

These grids help to have an overview and grasp the issues at stake at several levels (micro, mezzo, macro). It is a streamline version that gives an overview of the complex real situation and it is a good decision-making tool.



	CAUSES	EFFETS	REFLEXION LEADS	ACTIONS
SOCIAL				
RELIGIOUS				
POLITICAL				
ECONOMIC				
CULTURAL				
COLLEAGUES				

SWOT analysis:

SWOT (Strengths, Weaknesses, Opportunities, Threats)?

SWOT is the pivot between the analysis and the marketing decision. Following, 10 useful advices meant to optimize this analysis.

The SWOT analysis is a strategic tool for supporting the decision-making process



SWOT MATRIX

1- Differentiate the External from the Internal

External facts are explained by the sector and its environment. They are classified as opportunities if they are positive, as threats if they are negative.

Internal facts are belonging to the association/the social service

2- Rely on facts, not on intuitions

Avoid the “we think” or “it would appear that” and prefer facts

3- Specify and encrypt the data

4- Prioritize the facts

It is recommended to reveal the facts that have an impact on the decisions to make and to signal the emerging trends that may have an influence. Sometimes it is worth prioritising by numbering the facts, from the most significant ones to less significant ones.

5- Be synthetic, get to the essential points

Ideally, a SWOT analysis takes a page, a slide or a screen. The point is to read it entirely before glimpsing the overall situation. The analysis has to allow a clear overview of the overall situation.

6- Bring perspective to the analysis with general goals

The SWOT analysis relevant if the facts are analyzed in a way to serve the overall goals of the association.

7- Make connections between the SWOT and recommendations

The SWOT analysis needs to allow the confirmation or the rejection of the best paths to reach the overall goals. One should make connections with recommendations.

The axes aim at securing weaknesses and protecting oneself against threats, consolidating its strengths and developing oneself based on his opportunities.

8- Define scope for action of the SWOT: Specify the scope of the analysis

9- Identify Threats, Opportunities, Strengths and Weaknesses

Start with the analysis of the external facts and classify them into threats or opportunities with a view to reach the overall goal. Then analyze the internal facts and classify them as strengths or weaknesses; equally in relation to the overall goal. Sometimes a fact can be a threat and an opportunity or strength and a weakness.

10- Supporting with annexes

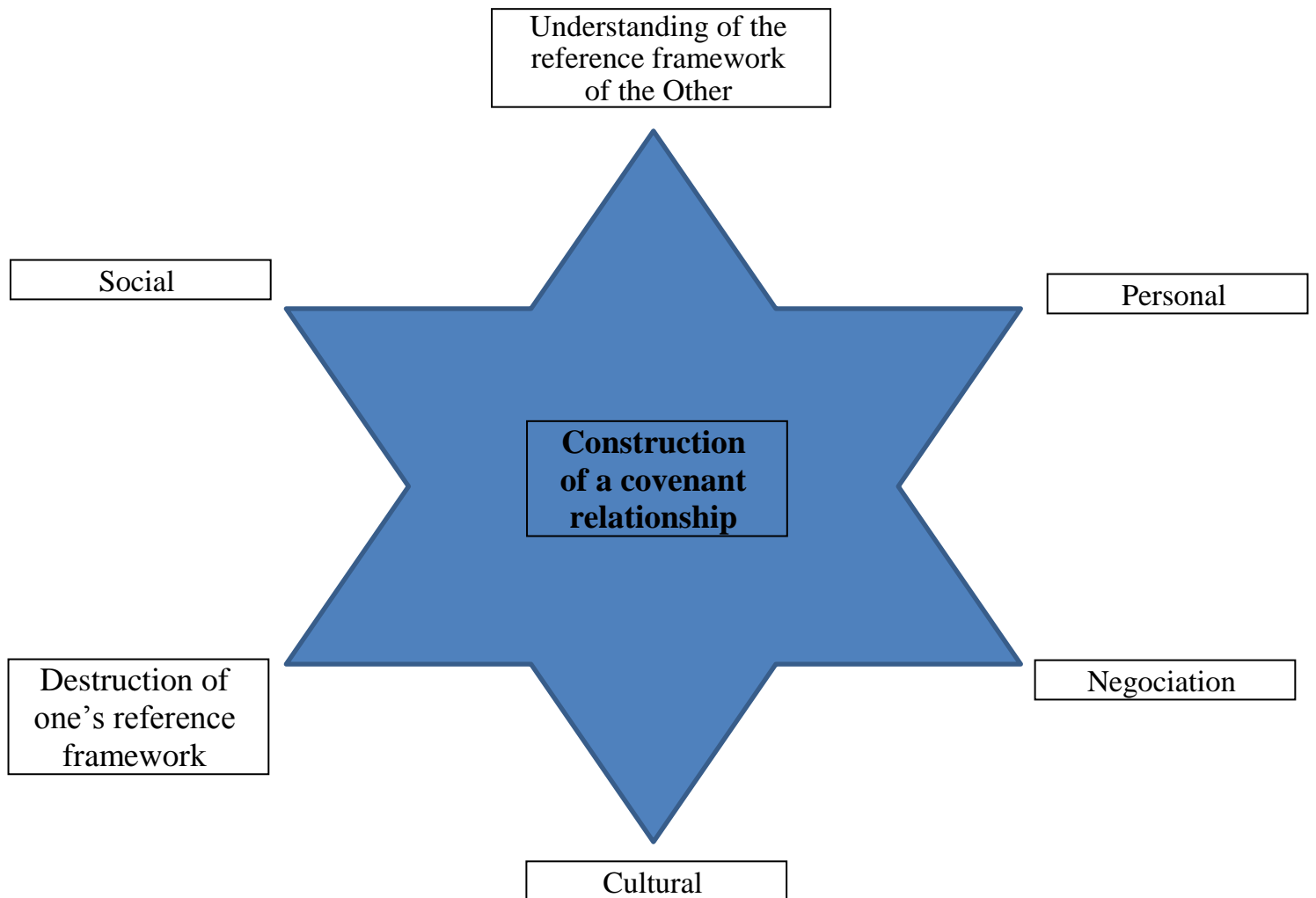
To simplify the understanding and offer a global overview, more explicit annexes such as matrixes, study summaries are most welcome.

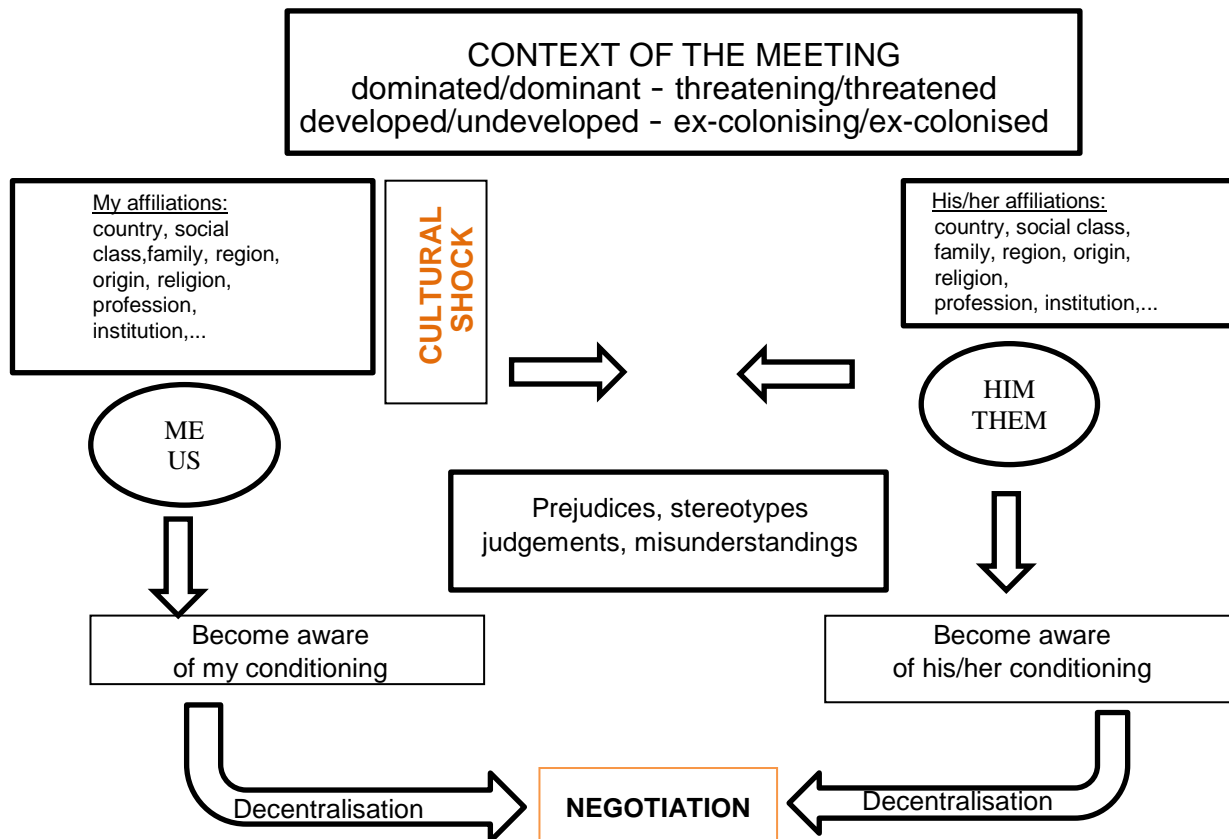


INTERNAL	STRENGTHS - - -	WEAKNESSES - - -
EXTERNAL	OPPORTUNITIES - - -	THREATS - - -

3/TOOLS TO CREATE THE RELATIONSHIP:

The next 2 tools allow the understanding of the mechanisms used to create an inter-professional and intercultural relationship (in the broad sense).
These tools support the ALLIANCE processes.





Negotiation pattern of Cohen-Emerique

4/"ASSESSMENT"

Every day a flash assessment shows how the participants lived the training day. Most of it can be oral and intuitive assessment.

At the end at a work carried out for 3 days for example, you could use this document to get a formal feedback on the training.

SEMINAR ASSESSMENT SHEET

Name: Assignment:

Title: Body:

This document aims at enabling us to benefit from the information regarding the development of the seminar.

Please circle a grade grading the category from 1 to 6 according to the scale indicated on the bottom left hand corner.

PERSONAL ACQUISITIONS
Did you acquire new knowledge that shall be useful to you in your professional life?

CONSIDERATION OF THE PROFESSIONAL EXPERIENCE
Was your professional experience taken into consideration?

ATMOSPHERE GROUP LIFE
Did you feel comfortable with the other participants of the group?

ANIMATION
Were you able to express yourself, discuss with the participant(s)?

METHODS AND SUPPORTS
Were the presentations, the supports and the beginnings adapted to you?

ENVIRONMENT
Halls, Materials, Welcome, ...

PROGRAM
Was the developed program compliant with your expectations related to it?

PROGRESSION
Was the chaining of the stages by the participant(s) in line with your rhythm?

6: VERY SATISFACTORY
5: SATISFACTORY
4: AVERAGE
3: NEEDS IMPROVEMENT
2: INSUFFICIENT
1: SERIOUS PROBLEM

PART 2: VOCATIONAL TOOLS FROM EUROPEAN ABEONA'S PARTNERS

1. JOBTivity (AUSTRIA)

Objectives of the tool / competences you worked on:

The tool promotes expressive capability, creativity and social skills. It also gives a rough overview about the “teaching professions” possibilities.

Time needed: 30 minutes

Number of players: 4 to 20 people in 2 person-groups

Material you need: hourglass, pencil and paper, 10 sheets of red paper, 10 sheets of blue paper, 10 sheets of yellow paper, playingcards with different professions and a check list of ideas to understand



Animation :

The game is based on the idea from the famous board game “AKTIVITY”. The biggest differences are that there is no board and there are no tiny game figures. The players (by teams) are the figures and will play on an oversize board on the ground.

Step 1: First team pick up one playingcards, only one person is allowed to read it. Then, the person has to describe the word to the other team members. There are three ways to describe the term, depending on the colour of the sheet yhe team is on at this moment:

Blue = mime: describe the word without using your voice or any tools

Red = drawing: draw the term. It is not allowed to use letters or numbers

Yellow = describe: describe the term without using the word or parts of it (eg. “hair stylist” – it is not allowed to use the words “hair” and “stylist”)

If the team finds out the term before the time (hourglass) is up, they are allowed to step forward as many steps (sheets) as the number of points on the playingcard.

Next team’s turn.....

First team at the finish line wins the game!!

Instructions for players:

Before you start, you have to build at least two teams with a minimum of two players.

Following these 3 steps you will know more about the labour market !

1. One player picks up a playingcard and try to describe the job written on the card to his teammembers. Be careful...depending on the colour of the cardboard your standing on, you have to describe the job different ways :

 If it is blue = miming

 If it is red = drawing

 If it is yellow = describing/explaining

2. If the team find out the job, you can move forward as many steps as the number written on the card, if not, wait at the same spot until next turn.

3. The first team crossing the finish line will win the game!!

2. Blanco (BELGIUM)

Objectives of the tool/competences you worked on:

The objective of this game is to allow teenagers to work together, listening one to each other and to create a creative open-minded team

Time to animate this exercise: It depends on the game

Number of players: How many as you want from 1 to 100

Material you need: a Blanco made of a board game of 4 blanc puzzle pieces, 264 blanc cards, 1 hourglass, 2 dices (one with numbers, one with letters). Pencils or markers.



Animation:

Blanco is a package of tools to create your own playing game. There are no rules and there are a multitude of possibilities. The team needs to be very creative to build together a game, with its rules, its board, its playing cards, etc. Educators and teenagers are working together

in a friendly and creative spirit. This game needs to be fun, and all depends on how the persons are managing to work together. Of course, once the game is ready, it is time to play!

3. How to (not!) miss your job interview (FRANCE)

Objectives of the tool / competences you worked on:

One of the biggest obstacles to youth integration remains their difficulty in presenting to the employer. The advices we gave them are not sufficient to give them enough confidence. In a world where media is so important, teenagers seemed receptive to video support, that why we used it as a tool.

When we present a video of a job interview, teenagers are commenting and projecting themselves in the situation of being interviewed. They are fictitiously experiencing the professional life.

Three aspects are emphasized: physical presentation (clothing, gestures, and body gesture), motivation for the job and competences for the job offer.

Time needed : 30 minutes

Number of players : 4 to 6 young people / 2 educators

Material you need: video material (camero or smartphone, screen), a paper board



Animation :

The group effect needs to be valued in this exercise because it brings positive energy. Teenagers need to prepare skits they will play by team. One question: “what would you do to be sure to miss your job interview?”, and a few minutes to decide how they will organize the shooting. The educator is playing the role of the interviewer/employer and one by one

teenagers are applying to the job offer. In a second part, when all the videos are shot, a projection is organized and a debriefing takes place all together: teenagers and educators identify interesting points. After this, good techniques and attitudes to have during an interview can be listed and explained.

Objectives	<ul style="list-style-type: none"> - Identify verbal and non-verbal attitudes and behaviours matter in public relations - Listen and understand someone else's point of view - Analyze a situation and learn to take distance - Be aware of their attitudes in professional situations
Steps to follow and indications to provide	<p>There are two main steps:</p> <ul style="list-style-type: none"> - First step: creation and organisation. The educator creates a team with young volunteers in his institution. He explains the role game, its objectives & duration and distributes the roles to the teenagers. One of the roles is to film the show on how to miss the job interview (this role can be rolling). Together, they have to prepare a storyboard in order to think about the content and the technical details. - Second step: watching the video and debriefing. Once the video has been showed to the group, it is the time to describe and debate about what they played. The actors and the watchers, everyone has to express what they felt while playing or watching the video. The adult writes down the key words extracted from the exchanges on the paper board. He is also the one who stimulates the group, animates the debate and ensure the "rules" are respected (listening, respecting each other, kindness,...). <p>As a conclusion, the animator gathers the key words by main topics (e.g: attitudes, non-verbal, clothes...).</p> <p>To go further, he can organize a second round: "How to succeed in your job interview?"</p>
Duration	<p>Preparing the film: 3 hours</p> <p>Animation / debate / workshop: 45 min.</p> <p>Video should last for 2-3 minutes only.</p>
Strengths	<p>Youngsters are "actors" of the projects.</p> <p>They experiment and learn by themselves.</p> <p>Funny, adaptable and easy to implement.</p> <p>Build consciousness through the image.</p>

Precautions	<p>It is possible to make fun of the situation but not of the people involved in the video.</p> <p>The part of improvisation should be adapted to the team of youngsters (number, personalities, age...)</p> <p>Reminder: the aim of the animation (deal with vocational integration) should be told to youngsters as the starting point.</p>
Use context	<p>Small groups (up to 6)</p> <p>An adapted room: space and TV</p>

4. (Ego-centered) network maps/social relationship maps (GERMANY)

Objectives of the tool / competences you worked on:

This tool is useful to visualize one's social network and environment to identify resources of social support and in some cases to realize accesses/gate keeper to vocational education and employment

Time needed: 30 – 45 minutes

Number of players : 2 to 3 → one person who draws its personal network and one or two interviewers

Material you need : poster or flipchart paper, post-it's, marker pens in different colours

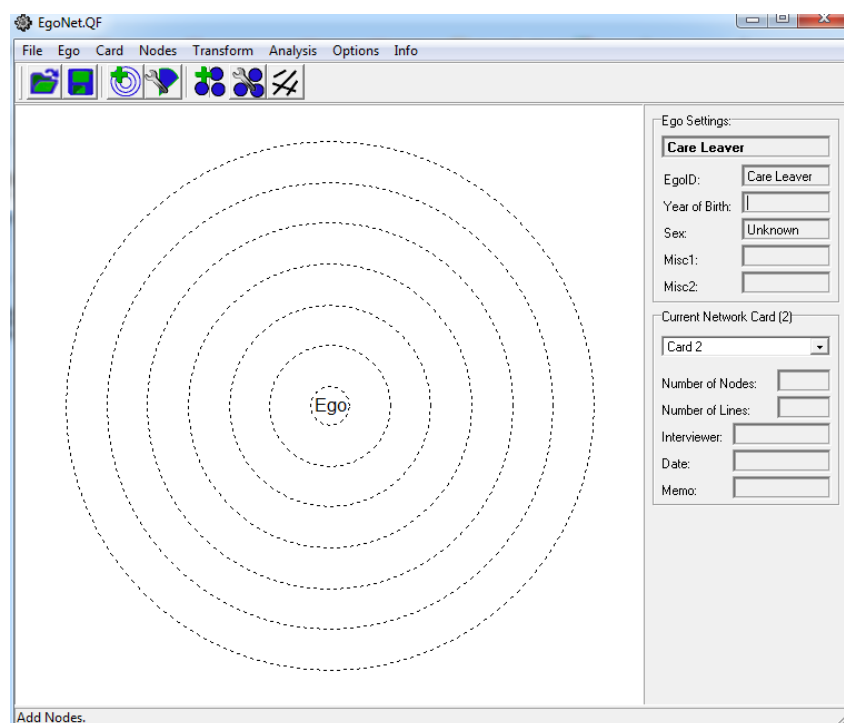


Fig. 1: An example for a computer-based network map (open, non-structured)

Animation:

You let the person you are talking to draw him- or herself in the middle of the poster (ego). You can use the network map in an open, non-structured way without any specifications

(fig.1) or you can give to the person a network map with some classifications like 'family', 'friends', 'professionals' etc. (fig.2).

Start with a question like: If you think about your daily life: "Who plays an important role for you - social relationships, people supporting you, people you are in closer contact with (e. g. in school)?" Now ask the person to draw his or her personal network map with all the people supporting him or her (alteri) (especially during the transition to vocational training and employment) - people who are close to the person should be drawn near by 'ego' in the middle, others farer away. Furthermore, if it is helpful to identify networks between the 'alteri' you can ask the person to use the markers and to put (different coloured) lines and/or arrows between the people (green lines in fig. 2).

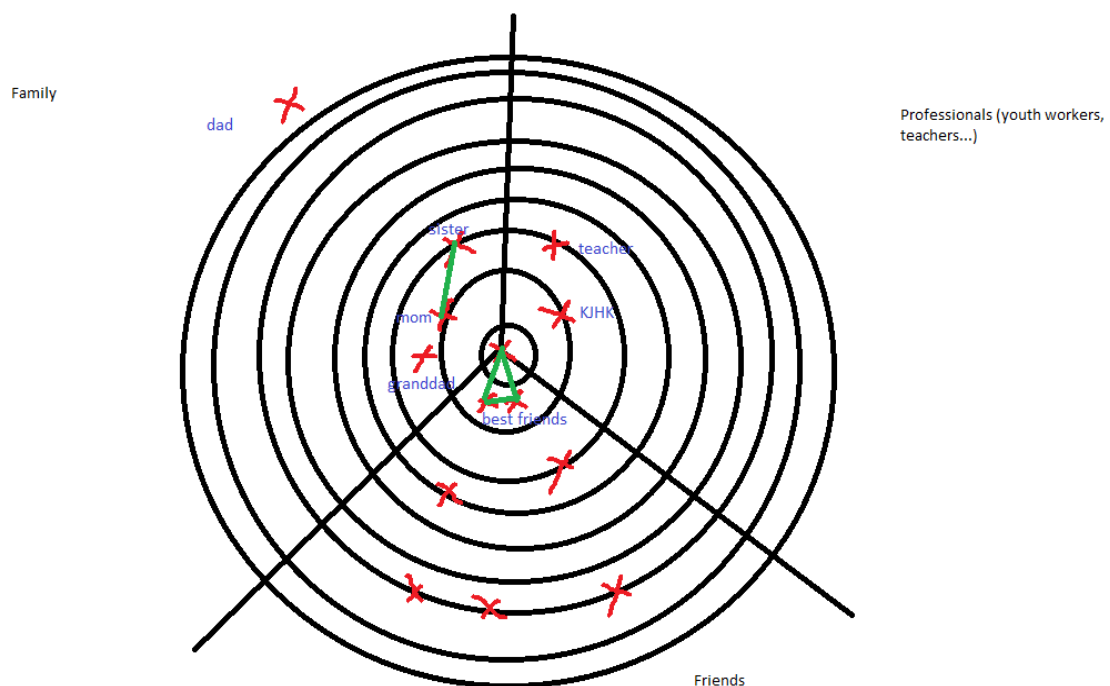


Fig. 2: An example from KJHK of a network map with some classifications

The interviewer(s) in this tool trie(s) to get more information about the drawn people by asking questions during the process of drawing:

Who is it?

How is your relationship?

Where does he/she live?

How long do you know him/her already?

How often do you meet?

Is this relationship a resource or a barrier?

When you got/get support how was/is it like?

In your current situation: Which people are most helpful for you?

...

Try to line out what kind of support the person got/get:

Emotional attention

Shared social activities

Talking about personal issues and problems

Financial support

Other material commodity support

Practical support (homecare, company by visiting the authorities, shuttle services by car ...)

Practical advise

Formal advise

...

5. Vocational coaching for care leaver – first steps of the process analysis (GERMANY)

Objectives of the tool / competences you worked on :

The vocational coaching is a service Gruenbau gGmbH Dortmund offers for care leavers during their transition from care to vocational education and/or employment. It was developed for young refugees, but could be transferred to all other supported care leavers.

It contains 7 components:

- Profiling
- Qualification program/internship
- Acquisition of training workplaces
- Preparing job application
- Accompanying formal issues
- Application for additional financial support (if necessary)
- Support during training/vocational education

In this animating tool we would like to involve you in some steps of the process of vocational coaching for care leavers.

Think about different ways of getting more information about the care leavers' personality and vocational perspective.

Use different methods to reflect interests, wishes and options together with care leavers.

Thinking in networks: use different resources for your care leaver and create the transition to vocational training and employment as a multiperspective search of options and accesses.

Material you need : poster or flipchart paper, post-it's, markers in different colours

Time needed : 30 – 45 minutes

Number of players : 2 to 3

Animation:

Assuming one of the young person you take care of takes part in a job coaching. You will do an interview with him or her:

- a) How would you find out more about his/her strengths, interests, expectations and vocational choice?
 - Collect questions in your group which could be helpful.
 - Open space: What kind of other tools/methods could you use during the interview to reflect with the care leaver about his/her competencies and interests? Discuss different options and experiences in your group.
- b) Develop a “strategic network”: Find out who could be a resource in between your professional and maybe private networks for “your” care leaver’s career plan. Collect a list/network of potential professional partners and useful social relationships.

6. Building individuals itineraries (SPAIN)

Objectives of the tool / competences you worked on:

Objectives for the user:

- Visualize objectives and concrete actions
- Increase capacity of concentration during the tutorial sessions
- Assuming one's own responsibility in the whole process
- Increase competence to face a situation
- Know the consequence of a concrete behavior

Objective for the social worker:

- Increase the efficiency of educational intervention during tutorial sessions
- Have a measurable and flexible supervision tool

Time needed: 30 minutes

Number of players: the whole group

Material you need: post-it, white papers, blackboard or whiteboard, marker pens

Animation:

The whole group is building an itinerary together

1. After showing the meaning and the function of the methodology, it is necessary to put different pictures on the ground, asking the participant to choose one (and only one) image
2. If the image they got represents one objective of the itinerary, the players need to tell it to the group and the objective is written on the black/white board
3. Then, if the image they got represents a concrete action necessary to achieve the objective, players need to say it and it is written on the ground.

4. Steps 2 and 3 will produce a conceptual map, which will be the final group itinerary, used as an element of reflection, necessary to explain the methodology

7. River and collage. Assets to my career, and how to use them (POLAND)

Objectives of the tool / competences you worked on:

Learn how to identify your assets related to professional career and set goals of your future career (plans, roles)

After the workshop the participants:

1. Can name their key professional assets and identify the people and events which had helped to shape or reinforce them, also they know how to find and use those assets in the future
2. Have clearly and concisely (in 1-2 sentences) identified the goal for the next 3 to 5 years in their professional career/formation plan
3. Have listed and thought through the next steps and key decisions which can lead to one of their goals

Number of players: a group up to 12 people with 2 team leaders

Material you need: flipchart paper, markers, newspapers, glue, other materials to create a collage

Time to animate this exercise: 2 hours.

1	Introduction: workshop goals and warm-up round	-	15 minutes
2	Personal retrospective Search for triggers/assets (resources) and learnings	Individual work and presentation	30 minutes
3	Collage - Defining dreams and plans	Individual work and presentation	30 minutes
4	My professional goals (choose 1) WDG method (Well-Defined Goal)	Work in 2 subgroups (one team leader in each group)	30 minutes
5	Recap	Round	10 minutes

Animation: explanation step by step

1. River - My life story from up to now

The participants have to draw a linear representation of their life story – from specific period to the present moment (they draw a river divided into segments which represent turning points). It's important to keep the chronology of the breaking points, events and decisions, which had a significant impact on their private life in the context of potential professional experience (we suggest that there should be between 1 and 4-5 key points)

2. Presentation of the River - Search for assets/learnings/triggers

Each participant shows their poster and everybody looks for the 'assets' in the river – people or events, which supported the author in the context of potential professional roles

3. Make the collage

Participants make a collage of their dreams and activities they would like to do and careers they might be good at. Next, we create a gallery and talk about each collage. After that, in two sub-groups of 5 people (with 1 team leader in each) we choose 2 participants and set one goal which will bring them closer to their dream.

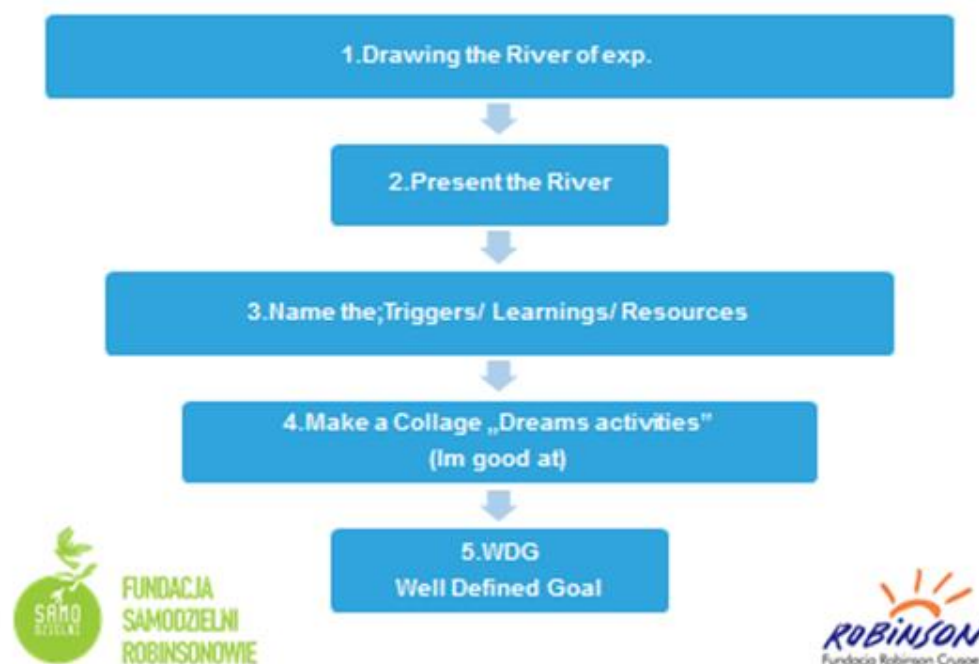
4. Pick up one motive from the Collage and use the WDG method (well defines goal)

1. What will bring you closer to fulfilling your dream? (name your dream in one sentence)
2. How will you achieve it? (what can help you, what is your course of action)
3. What obstacles do you anticipate in achieving your goal? (what can you do about them?)
4. What will be your first step on the way to achieving the goal? (date, time of day, other circumstances)
5. On a scale from 1 to 10 – how motivated are you to achieve your goal? (if less than 6 it's worth asking what the participant needs to be at 10 or suggest an adjustment of the goal)

5. Recap round

Each participant specifies what they have learned during the workshop.

Tool: River - 5 steps





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